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W SPELLING-BOOKS AND SPELLING.—No. 5.

THE points we have been endeavoring to establish by these articles, are,

1st. That unnatural lessons, or unnatural modes of study, produce unnatural habits, which are ever after stumbling blocks in the way of the pupil's progress.

2d. That if we expect words to be representatives of ideas, they should be learned and used with the ideas in them. And that any mode of instruction which separates them is unnatural and pernicious.

3d. That spelling books, separating as they do, thoughts and words, are unnatural, and can not be used without engendering unnatural and pernicious habits, which are ever afterwards a hindrance to intelligent progress.

4th. That writing and spelling are inseparable: and any attempt to teach them separately, is unnatural and pernicious.

In the last article we made some suggestions as to a proper mode of teaching spelling, and gave the printer as a model. We propose now to illustrate this mode of instruction, by describing a few exercises. And to show that it does not necessarily increase the labor of the teacher, we shall go somewhat into detail.

Slates for writing lessons should always be ruled with permanent lines, about one-third of an inch apart. To do this with facility, a T square, and an instrument for marking will be necessary. A knife will answer very well, if the part of the edge which comes against the ruler is dulled, or protected so as not to cut. Whatever is used

should have a thin sharp edge, so as to make a fine mark, so deep as not to be soon obliterated by using. A fine sandstone is best for sharpening.

As remarked in a previous number, the early exercises should be *copying* familiar sentences, and paragraphs,—never isolated words. The exercises should be written in a bold hand; and the pupil should be required to copy the points and capitals, as well as words. A margin of about one inch should be left on the right for marking errors.

For younger pupils, it will be necessary for the teacher, or an older pupil to examine the slates. But pupils sufficiently advanced to read writing readily, should be trained to examine each others slates. This can be done in the following manner.

When the pupils in a class have a lesson copied on their slates, and are arranged for examination, the teachers or a pupil removes two or three slates from one end of the class, while all the others are passed by word of command, in that direction,—the slates which have been removed, being transferred to the other end of the class. The teacher then reads slowly, the lesson which has been copied, spelling orally, all the words that might be mis-spelled, mentioning capitals and points, and calling attention to whatever else needs notice, each pupil following the teacher as he reads, and marking the errors on the slate in his hands. There should be a regular system for marking errors, which all should understand. The pencil should not touch the wrong word, but a little x cross be made above the error; and an initial in the margin, at the end of the line, to indicate for what the word is marked. Thus *s* spelling: *c* capital: *p* point: *d* definition: and ? for whatever is doubtful. The slates are then returned in the reverse order in which they were removed. If the writing is to be noticed, which always should be done if possible, the teacher will look at each slate, and indicate by a mark or figure its quality, and at the same time decide any questions of appeal for doubtful marking, &c. A call of the roll then puts it all upon record. When teacher and pupils are accustomed to this exercise the whole operation will hardly occupy the time it has taken to describe it.

The pupils should not be allowed to correct their errors in place, but write off the corrections together on a separate part of the slate, so that they can be examined at a glance.

These lessons may be selected from the ordinary reading books, and if systematically pursued, will bring the pupils to a familiar ac-

quaintance with that portion of the language which is in daily use, sooner than by any other process.

When lessons of this kind can be written readily and correctly, it is well to alternate them with others for the sake of variety. Occasionally a dictation lesson, repeating a lesson that has been already copied, which may be examined and corrected as already described.

Definitions too make good writing exercises, when properly selected, and not too long. The dictionary never should be used for this purpose. One of the best selections of definitions is contained in the first two chapters of the "Scholar's Companion." A similar collection of words, though not so extensive, may be found at the end of Webster's Spelling Book. The words in these lessons are those most likely to be mistaken, either in pronunciation or spelling. They are arranged in couplets or triplets, containing resemblances or differences and furnishing points of association by which the language is easily remembered.

The following plan for writing definitions has been found useful. The pupil begins by copying in a column upon his slate, the words to which he is to learn definitions. He then studies until he can look at words on his slate, and recite the definitions. Then laying aside his book, he writes the definitions from memory, and afterwards examines and corrects them by the book. If very faulty they are re-written. All this is to be done before coming to recitation. The class come to recitation with the words to be defined upon their slates. The first thing to be done is for each pupil to number the words down the column on his slate 1, 2, 1, 2, 1, 2, 1, 2, &c., from top to bottom. Then the class is requested to count around in the same way, 1, 2, 1, 2, 1, 2, &c. In this way half the pupils will be No. 1, and half No. 2, and the same with the words in the column. All the pupils who are No. 1, are requested to write definitions to the words numbered 1: and those who are No. 2, to write definitions to the words numbered 2. In this way each pupil writes a different definition from the one on either side of him. The numbers 1, 2, 3, may be used in the same way. When all have written their definitions, the slates can be exchanged and examined as before.

Short articles in prose and poetry, geographical definitions, &c., written from memory or dictation, and examined in class, as above, help to make up variety.

There are two objects aimed at in these exercises, 1st. *Practice* in using language; 2d. Thorough examinations without loss of time.

The practice of examining each other's slates is an important part of the exercise, training the pupils to be critical and thorough.

Caution is necessary in selecting and assigning lessons, both as regards quantity and quality. Some teachers need to be reminded that it is much easier to assign a lesson than to learn it. It is very common for teachers to assign lessons to their classes which they would shrink from undertaking themselves. It would be a wholesome rule for teachers to assign no more for a lesson to be memorized, than they would be willing to prepare themselves to hear without the book.

Care should be taken too, that the lessons to be learned are intelligible to the mind at the time they are learned. Food for mind or body should always be in a digestible form. It is not the amount of food eaten, but the amount digested that feeds and nourishes. Unintelligible language is always indigestible. The idea of storing up in the mind empty words—empty shells of ideas—in the expectation that the learner will some day find and fit to each the kernel that belongs to it, is absurd. Language is something to be used, not stored up. What we should endeavor to do for our pupils is to give them the command of that portion of our language which comes into common every-day use, so that it can be used fluently, with tongue or pen. Five hundred of the most frequently used words are sufficient to make a learner an intelligent reader; and to render intelligible, through their connection, the occasional unfamiliar words which occur.

This is the point to which we should endeavor to bring our pupils by the shortest road; after which their knowledge of language can hardly fail to be progressive. Why then should we tie the learner down to a spelling-book or dictionary for years, where he will hardly find an average of one word in a hundred which he is likely ever to use, when the simplest reading book will furnish him the very words he wants first, in the most intelligible form, and which can be acquired with a hundredth part of the labor.

PRACTICAL.

FEMALE TEACHERS.

MR. EDITOR,—

IN perusing the August No. of the School Journal, I was peculiarly interested in reading a reply to that of the July No., signed by Dr. Pease, of Enfield, relative to the substitution of female for male teachers. And as the writer of your last has truly remarked, that a little discussion on the subject can do no harm, but on the contrary may have a tendency to create an interest among the friends of education; and especially those who delight in the system of female teaching, as taught in district schools. That such a substitution has in a great measure taken place in this and other towns, there is not the least room for a doubt. But the question which seems to lay with ponderous weight upon the doctors mind, is, whether female teachers are as well calculated to draw out and develop the intellect as males. In meeting this question let us notice a few facts which may shed some light upon the subject under consideration.

And in the first place, has not the Almighty created woman, and endowed her with those powers of intellect, and of reason, which are found in the opposite sex? and has she any the less ambition, or desire to cultivate and improve them, when she knows and feels that her success as a faithful and devoted teacher, depends upon a full exercise of those powers? Why then need any one suppose for a moment that the substitution of female for male teachers will tend to retrograde instead of advance the cause of education? Science, literature, and art, have become disseminated throughout the greater part of the known world; and the resources for intellectual, moral and religious knowledge are no less open to the female understanding, than to the male. Do not our seminaries and academies, open wide their doors and invite the female minds to enter, and drink at the same fountain of knowledge with the males? most certainly they do. And it is there we find them walking side by side in the study of classic lore; the investigation of natural and philosophical truths, and the demonstration of the most abstruse problems in mathematical science.

If this be the case, and it certainly is, what should hinder us from finding competent and efficient female, as well as male teachers? Why is it that we find so many female teachers employed in our higher institutions of learning, where the higher branches are taught, if they are not as well calculated to draw out and develop the intel-

lect as the males? Is it because they can be employed cheaper than male teachers? No, we believe that those who have the management of these institutions, act upon noble principles; their prosperity is with them of the greatest importance; and thus female teachers are employed to instruct, draw out, and develop the intellects of those who resort thither for personal improvement. Why then need we hesitate to send our boys and girls to the district school, taught by a good female teacher, where our young men and women are receiving similar instruction in our higher schools. But, says the doctor, "in the progress of education, females have their appropriate sphere;" yes, we know they have, but if the tenderness of their natures can cultivate the infant mind, and teach it the recitative lessons in childhood, when its mind is filled with its sports and amusements, more than with its books, she can also draw out and develop the mature mind, that has become sensible of the need of education and is willing to devote time to its requirement. If female teachers have become so successful in teaching the recitative lessons, as the doctor in one instance has acknowledged, what stronger proof need we have that such scholars will pass from the recitative, to the demonstrative lessons, if kept under female instruction. If the doctor has truly represented the two classes of teachers, namely; male and females, then do I more fully than ever believe, that our district schools will have to prosper under female instruction; for if the tide of progress which is ever onward is bearing our young men to seek only those fields of labor which offer the highest reward, they certainly can not be induced to enter the district school, and discharge faithfully their duty for the extremely low price paid for teachers here in Enfield. I am by no means advocating the cause of female teaching, because it can be procured cheaper than that of males. But on the contrary, I hold that female teachers should receive the same pay as males, where they discharge the same duties and perform the same labor. The reasons why I hold to this principle is obvious. And first, do not our female teachers have to devote as much time, and means as males, in acquiring an education sufficient to warrant the best success in teaching? And is not the personal expenditures as great in the one case, as the other? Why then should any one refuse paying a good female teacher the full reward for her labors? I think it is no criterion by which to judge of the ability of female teachers, because those eighteen females out of twenty-five did not *all* prove to be of the first class teachers. It can not be expected that all those who offer themselves as teachers, (of either sex) will prove successful.

But there are those, even among the eighteen females, just referred to, whom the doctor himself knows to be capital teachers. We would rejoice to see other districts grading their schools and employing female teachers equal to those referred to by the doctor.

But the great fault, I apprehend, in most of our schools, in not being provided with better teachers, is owing to those who have the control of the schools, instead of those who teach. If we allow any and every one to enter our school rooms, because he or she happened to make the first application; we must expect that our schools will retrograde, instead of advance. But if we select those, whom we know to be qualified for their high position, irrespective of sex, we may look for a rapid advancement. I have noticed in some of our schools a decided preference for female teachers:—one school in particular, where it has been taught alternately for a number of years, by male and female teachers. The school was not graded, but the larger portion of the school did, by far, make the greatest advancement while under female instruction. Those female teachers whom I have alluded to were of the first class teachers, and I do believe that if all our schools, graded or not, could be provided with equally good teachers, Enfield would stand out as glorious in her schools, as she does in her wealth and prosperity.

T. M.

HOW TO READ MILTON.

I WOULD not say of Milton as the Duke of Buckingham said of Homer,

“Read Homer once and you can read no more,
For all books else appear so mean, so poor,
Verse will seem prose; but still persist to read,
And Homer will be all the books you need.”

for if a person reads Milton once, though he may be impressed with its majesty and charmed with the harmony of its parts, it is to be feared that he will place it upon the shelf and forget to take it down again.

However, with a little modification these lines may not improperly be applied to Milton—

“Read *Milton* much and you will read it more,
For all books else appear so mean, so poor,
Rhyme will seem prose; but still persist to read,
And *Milton* will be all the *verse* you need.”

Before the commencement of *Paradise Lost*, Milton speaks of the qualifications requisite in the preparation of such a work, and which he hoped to employ in its composition.

"A work not to be raised from the heat of youth or the vapors of wine; nor to be obtained of dame memory and her siren daughters, but by devout prayer to that Eternal Spirit, who can enrich with all utterance and knowledge and sends out his seraphim with the hallowed fire of his altar, to touch and purify the lips of whom he pleases. To this must be added industrious and select reading, steady observation, insight into all seemly and generous arts and affairs."

Reader! re-peruse these lines.

Sir Egerton Brydes, one of his editors, remarks, "I am convinced that this is the true origin of *Paradise Lost*."

What may we not expect from such a gigantic intellect as Milton possessed, in such a frame, and with material commensurate with the magnitude and importance of the work.

But how am I to read this incomparable poem so as to derive the greatest profit?

Read Addison's Criticisms on Milton in eighteen numbers of the *Spectator*, beginning with the 267th and appearing in every Saturday's number to the 369th. These are undoubtedly without a precedent in the English language.

If Addison can not be bought or borrowed, obtain Boyd's edition of Milton, with explanatory notes. This edition contains the substance of Addison's criticisms, together with other criticisms from different editors of Milton.

Without the aid of notes, except to the classic scholar, the continuity of the parts must be necessarily broken, which will serve to disgust the reader, and he will lay the book aside in despair.

Milton's *Paradise Lost* is the greatest of epic poems; while the *Iliad* and *Odyssey* of Homer and the *Æneid* of Virgil had their plots laid upon the earth; Milton's was laid on earth in Heaven and hell; his "soar" was no "middle flight," while other minds paused and shrunk back at the terribleness of the scene, he strode on fearless and undismayed. Very few love to read Milton, for the beauties it contains, and fewer still for intellectual culture. And I am led to attribute the reason in a great measure, to the injudicious use made of it as a book for analysis in our common schools, by teachers unqualified to present its true excellencies and to show where the gems are hid, and how they may be successfully delved.

To teach Milton with good success it must be studied long and carefully, as we would study our Arithmetic, Algebra or Virgil.

With the helps which I have enumerated, Milton will become a book of real rather than apparent greatness to many minds.

A. GARDNER.

Normal Academy, Manchester Center, Ct.
August, 1857.

REPEATING DECIMALS.

[We are indebted to Mr. Crawford, of Union, for the following article on repeating decimals which may interest our readers. We know of no book which contains all that is given in Mr. C's article. Ed.]

When the numerator of a common fraction, with ciphers annexed, can be divided by the denominator, without a remainder, the quotient is called a *terminate* or *finite* decimal.

When the numerator, with ciphers annexed, can not be divided by the denominator, without a remainder, the quotient, if extended, will contain some figure or figures which may *repeat*, without end, and which are therefore called repeating, circulating or infinite decimals. The repeating or circulating figures are also called *repetends*.

A *pure* repetend consists of one figure repeating continually, or of two or more figures repeating alternately, or in a circle; as $333\text{---}272727\text{---}324324324$.

A *mixed* repetend consists of a pure repetend, with some terminate figure or figures prefixed; as 37555.

Repetends are distinguished from terminate numbers by a *point* over the first and over the last repeating figure. Thus $333\text{---}272727\text{---}324324324$, are written $3\text{---}27\text{---}324$.

It is not necessary to continue the process of dividing further than to ascertain the number of figures that will repeat.

PROBLEM I.

To reduce a *pure* repetend to a common fraction of the same value.

RULE.

Write the given repetend for the numerator, and as many *nines* as there are places in the repetend for the denominator. If there

should be *integers* contained in the given repetend, an equal number of ciphers must be annexed to the numerator. If there should be *ciphers prefixed* to the given repetend, an equal number must be *annexed* to the denominator.

EXAMPLES.

1. Reduce $\dot{3}$, to a common fraction of equal value.

$$\dot{3} = \frac{3}{9} \text{ Ans.}$$

2. Reduce $\dot{2}\dot{7}$, to a common fraction of equal value.

$$\dot{2}\dot{7} = \frac{27}{99} \text{ Ans.}$$

3. Reduce $\dot{3}2\dot{4}$, to a common fraction of equal value.

$$\dot{3}2\dot{4} = \frac{324}{999} \text{ Ans.}$$

4. Reduce $1.\dot{2}$, to a common fraction of equal value.

$$1.\dot{2} = \frac{12}{9} = \frac{4}{3} \text{ Ans.}$$

5. Reduce $0\dot{5}$, to a common fraction of equal value.

$$0\dot{5} = \frac{5}{9} \text{ Ans.}$$

PROBLEM II.

To reduce a *mixed* repetend to a common fraction of the same value.

RULE.

Subtract the number represented by the *terminate* part from the *whole* given decimal ; and the remainder will be the numerator. The denominator will be as many *nines* as there are places in the *repeating* part, with as many ciphers annexed as there are *terminate* places in the given decimal.

EXAMPLES.

1. Reduce $1\dot{6}$, to a common fraction of equal value.

$$1\dot{6} - 1 = \frac{16}{9} = \frac{1}{9} \text{ Ans.}$$

2. Reduce $08\dot{3}$, to a common fraction of equal value.

$$8\dot{3} - 8 = \frac{83}{99} = \frac{1}{11} \text{ Ans.}$$

THE BIRCH.

We find the following poem in Barnard's Journal of Education. It was written in 1784,—and we give it space “in memorian” of the influence ascribed to the “birch” in years gone by and not by way of exalting its present position among the “helps” to learning. For the good it may have done we would hold it in deserved remembrance and shall be perfectly willing to have it rank, hereafter, among the less noted trees of the forest,—*Ed.*

Though the Oak be the prince and the pride of the grove,
The emblem of power and the fav'rite of Jove;
Though Phœbus his temples with *Laurel* has bound,
And with chaplets of *Poplar* Alcides is crown'd;
Though Pallas the *Olive* has graced with her choice,
And old mother Cybel in *Pines* may rejoice,
Yet the Muses declare, after diligent search,
That no tree can be found to compare with the *Birch*

The Birch, they affirm, is the true tree of knowledge,
Revered at each school and remember'd at college.
Though Virgil's famed tree might produce, as its fruit,
A crop of vain dreams, and strange whims on each shoot,
Yet the Birch on each bough, on the top of each switch,
Bears the essence of grammar and eight parts of speech,
'Mongst the leaves are conceal'd more than mem'ry can mention,
All cases, all genders, all forms of declension.

Nine branches, when cropp'd by the hands of the Nine,
And duly arranged in a parallel line,
Tied up in nine folds of a mystical sting
And soak'd for nine days in cold Helicon spring,
Form a sceptre composed for a pedagogue's hand,
Like the Fasces of Rome, a true badge of command.
The sceptre thus finish'd, like Moses's rod,
From flints could draw tears, and give life to a clod.
Should darkness Egyptian, or ignorance, spread
Their clouds o'er the mind, or envelop the head,
The rod, thrice applied, puts the darkness to flight,
Disperses the clouds, and restores us to light.
Like the Virga Divina, 'twill find out the vein
Where lurks the rich metal, the ore of the brain,
Should Genius a captive in sloth be confined,
Or the witchcraft of Pleasure prevail o'er the mind,
This magical wand but apply—with a stroke,
The spell is dissolved, the enchantment is broke.
Like Hermes' caduceus, these switches inspire
Rhetorical thunder, poetical fire;
And if Morpheus our temple in Lethe should steep,
Their touch will untie all the fetters of sleep.

Here dwells strong conviction—of Logic the glory,
When applied with precision *a posteriori*.
I've known a short lecture most strangely prevail,

When duly convey'd to the head through the tail ;
 Like an electrical shock, in an instant 'tis spread,
 And flies with a jerk from the tail to the head ;
 Promotes circulation, and thrills through each vein
 The faculties quicken, and purges the brain.

By sympathy thus, and consent of the parts,
 We are taught, *fundamentally* classics and arts.

The Birch, *a priori*, applied to the palm,
 Can settle disputes and a passion becalm.
 Whatever disorders prevail in the blood,
 The birch can correct them, like guaiacum wood :
 It sweetens the juices, corrects our ill humors,
 Bad habits removes, and disperses foul tumors.
 When applied to the hand it can cure with a switch,
 Like the salve of old Molyneux, used in the itch ;
 As the famed rod of Circe to brutes could turn men,
 So the twigs of the Birch can unbrute them again.
 Like the wand of the Sybil, that branch of pure gold,
 These sprays can the gates of Elysium unfold—
 The Elysium of learning, where pleasures abound,
 Those sweets that still flourish on classical ground,
 Prometheus's rod, which, mythologists say,
 Fetch'd fire from the sun to give life to his clay,
 Was a rod well applied his men to inspire
 With a taste for the arts, and their genius to fire.

This bundle of rods may suggest one reflection,
 That the arts with each other maintain a connection.
 Another good moral this bundle of switches
 Points out to our notice and silently teaches ;
 Of peace and good fellowship these are a token,
 For the twigs, well united, can scarcely be broken.

Then, if such are its virtues, we'll bow to the tree,
 And THE BIRCH, like the Muses, immortal shall be."

Many an unwise parent works hard, and lives sparingly, all his life, for the purpose of leaving enough to give his children a start in the world, as it is called. Setting a young man afloat with money left him by his relatives, is like tying bladders under the arms of one who cannot swim ; ten chances to one he will lose his bladders, and go to the bottom. Teach him to swim, and he will not need the bladders.

Give your child a sound education. See to it that his morals are pure, his mind cultivated, his whole nature made subservient to the laws which govern man, and you have given what will be of more value than the wealth of the Indies. You have given him a start which no misfortune can deprive him of. The earlier you teach him to depend upon his own resources, and the blessing of God, the better.

STORY FOR YOUTH.

OBEDIENCE REWARDED.—By Catharine M. Trowbridge.

LUCY ALDEN lived in a pleasant country village. In the same village lived a cousin of hers, whose name was Mary Wilson. The cousins were nearly of an age. They attended the same school, and were often together.

They had an uncle and aunt who lived in a village a few miles from them. They had no children of their own, and they had invited both Lucy and Mary to spend the next vacation with them. The cousins were very much delighted with this invitation, and could talk of little else, when they were together, during the rest of the term. A visit to Uncle William's had always been a treat to them, but they had never been there together before, and they both expected the visit more than usual.

The time for them to go at length arrived. Their uncle and aunt were very kind to them, and they were much delighted with their visit. After they had been there several days, their uncle and aunt left them at home one afternoon while they called upon some friends, who were visiting a family who lived a mile or two out of the village. They desired Lucy and Mary to remain at home while they were absent, and the girls readily promised to comply with their wishes.

About half an hour after Mr. and Mrs. Wilson left home, two girls who lived near called and asked the girls to take a walk with them. "I should like to go very much," said Lucy, "and if uncle and aunt were at home I think they would give us permission. But they told us not to go out while they were absent, and we promised them that we would not."

"They did not know that the girls were going to call for us," said Mary. "As it is, I do not think there would be any harm in going."

"I think there would," said Lucy. "They told us not to go, and they might have had reason for telling us so that we do not know of. At all events, we shall be on the safe side if we obey them."

"They would give us permission to go without doubt, if they were here," replied Mary, "so what great harm can there be in going? Besides, they are not our parents. We are visitors, and as such should have some liberties."

"Our parents have placed us under the care of our uncle and aunt, and I think we are just as much bound to obey them while we are here as we are to obey our parents when at home."

"Then you won't go?"

"No," said Lucy.

"I think I shall," said Mary. "There can be no harm in a short walk with the girls. I shall be back long before uncle and aunt will."

Lucy tried to persuade Mary not to go, but it was of no use. Mary had been gone but a short time when Lucy thought she heard the sound of a carriage approaching the house. She went to the front door and looked out just as a handsome carriage stopped before the gate. A very pleasant-looking lady and a girl about her own age stepped out of the carriage and came up the gravel walk which led to the house. They were strangers to Lucy, but she waited at the door to receive them.

"Is Mrs. Wilson at home, my dear?" asked the lady in a manner so kind and pleasant that it quite won the heart of Lucy.

"No, ma'am," said Lucy, "she rode out with uncle. They have been gone about an hour."

"Then you are her niece, are you, my dear?"

"Yes, ma'am. Will you walk in?"

"I think I will," replied the lady, "for I should like to have you and my little daughter get acquainted."

The lady and her daughter walked into the parlor and remained there about ten minutes. The lady asked Lucy many questions, and was very pleasant and familiar. When she left she told Lucy that she must have a visit from her before she returned home.

"I know your aunt will be quite willing that you should come," she said, "so I shall send my carriage for you next Tuesday. I think you will find enough at our house to entertain you very well for one day. We have books, drawings, and toys in-doors, and out-of-doors fruit and flowers in abundance, and my daughter will be very glad to see you."

Lucy was delighted with the invitation, but she wished very much that her cousin was there to share it with her. She did not dare to speak of Mary, fearing some question might be asked in relation to her absence which she would not like to answer, and she consoled herself with the hope that her aunt would contrive some way for Mary to share the pleasure of the visit with her.

Soon after Lucy's visitors left, there came up a sudden shower. It rained hard for a short time, and Mary had not yet returned. Lucy feared that her uncle and aunt would be quite displeased

when they found that her cousin had been out without permission, and had been caught in such a shower.

Shortly after the shower was over, Mary returned. She had found shelter during the rain, but her shoes and stockings were very wet, as she had been obliged to run through the wet grass in coming home.

"I will run and put on dry shoes and stockings," said Mary, "before uncle and aunt get home. Pray don't tell them, for I fear they will dislike it very much if they find I have been out and wet my feet."

It was late when Mr. and Mrs. Wilson returned, and Lucy thought she would wait until after tea before she told them of her call and the kind invitation which she had received from the strange lady.

They had not been seated at the tea-table long when Mary, chancing to look up, met her uncle's eyes, which were fixed upon her in a way that brought the tell-tale blush to her cheeks. She felt guilty, and it was impossible for her to meet the searching glance of her uncle's eyes without quailing before it. What a timid thing is guilt! There is nothing like it to make cowards of boys and girls—ah! and of men and women too. Mr. Wilson looked earnestly at Lucy also, but she did not blush. There was an uncomfortable silence, which was first broken by their uncle, who said:

"As we were returning home it commenced raining just as we reached the residence of Mrs. Barton, a friend of ours. Her carriage drove up to the gate as we were passing the house. She invited us to call and remain until the shower was over, and we accepted the invitation. She informed us that she had just returned from our house, where she saw a niece of ours, whom she invited to visit her daughter next Tuesday. We thought it strange that she spoke of our niece and not of our nieces, but we made no remark about it, preferring to seek an explanation from you. We remembered very distinctly telling you that we did not wish either of you to go out during our absence; but if you were both at home, how was it that Mrs. Barton saw only one of you. Can you explain this, Mary?" asked Mr. Wilson, as he fixed a searching glance upon the face of his blushing niece.

Mary saw that concealment was useless, and she told her uncle where she was when Mrs. Barton called.

"I noticed some signs of a shower before we left," replied her uncle, "and for this reason forbid you going out until we returned.

You must have wet your feet and exposed yourself to take cold if

you came home through the wet grass after the shower. I am sorry to learn that you have disobeyed us, but your crime has brought its own punishment. You have deprived yourself of the invitation to visit Mrs. Barton and her daughter, which you would have received had you remained at home in obedience to our wishes."

When Tuesday came, Lucy felt sorry for her cousin, and pleaded that she might be permitted to go with her, but her uncle would not listen to this request.

"She has brought the punishment upon herself by her disobedience," he said "and now she must suffer the consequences. It is well for her to learn that the fruits of obedience are different from those of disobedience."

Lucy enjoyed the day spent with Mrs. Barton and her daughter very much, and she was strengthened in her resolution always to obey her parents and friends.—*Youth's Miscellany.*

EVERETT ON MOUNT WASHINGTON.—Edward Everett thus describes a view from Mount Washington :

"I have been something of a traveller in our own country—though far less than I could wish. And in Europe have seen all that is most attractive, from the Highlands of Scotland to the Golden Horn of Constantinople—from the summit of the Hartz Mountains to Fountain of Vaneluse—but my eye has yet to rest on a lovelier scene than that which is discovered from Mount Washington, when on some clear, cool, summer's morning, at sunrise, the cloud-curtain is drawn up from nature's grand proscenium and all that chaos of wildness and beauty starts into life—the bare, gigantic tops of the surrounding heights—the precipitous gorges a thousand fathoms deep, which foot of man or ray of light never entered—the sombre matted forest—the moss-clad rocky wall, weeping with crystal springs—winding streams, gleaming lakes, and peaceful villages below—and in the dim, misty distance, beyond the lower hills, faint glimpse of the sacred bosom of the eternal deep, ever heaving as with the consciousness of its own immensity—all mingled in one indescribable panorama by the hand of the DIVINE ARTIST."

A BEAUTIFUL THOUGHT.—A little Swedish girl, while walking with her father on a starry night, absorbed in contemplation of the skies, being asked of what she was thinking, replied : "I was thinking if the *wrong side* of heaven is so glorious what must the right side be ?"

LUTHER'S OPINION OF THE SCHOOL TEACHER'S PROFESSION. Luther, the great Reformer, based the permanency of Protestant principles in the world upon the general intelligence among the people. His comprehensive mind, as a natural consequence, sought the school-teacher as one of the most essential instruments in disseminating the great truths of the Reformation. All his life long, he was a warm friend of the teacher. He strove to dignify the vocation of teaching, by encouraging young men of talent and education to enter this important profession; not by holding out to them the prospect of an easy life and large income, but by presenting to them this field of usefulness and benevolent action. "The diligent and pious teacher," says he, "who properly instructeth and traineth the young, can never be fully rewarded with money. If I were to leave my office as preacher I would next choose that of school-master, or teacher of boys; for I know that, next to preaching, this is the greatest, best, and most useful vocation; and I am not quite sure which is better; for it is hard to reform old sinners, with whom the preacher has to do, while the young tree can be made to bend without breaking."—*Selected.*

IMMORTALITY. It cannot be that the earth is man's abiding place. It cannot be that our life is cast up by the ocean of eternity, to float upon its waves and sink into nothingness. Else, why is it that the glorious aspirations which leap, like angels from the temples of our hearts, are forever wandering about unsatisfied? Why is it that the rainbow and the clouds come over with a beauty that is not of earth, and pass off to leave us to muse on their faded loveliness? Why is it that the stars which hold festival around the midnight throne are so above the grasp of our limited faculties, forever mocking us with their unapproachable glory? And finally, why is it that the bright forms of human beauty are presented to our view and then taken from us, leaving the thousand streams of our affections to flow back in Alpine torrents? We are born for a higher destiny than that of earth. There is a realm where rainbows never fade, where the stars will be out before us like islets that slumber on the oceans, and where the beings that pass before us like shadows, will stay in our possession forever.—*Selected.*

THE LAST PRAYER MEETING.

OF the many meetings beneath the Normal roof, held in remembrance by the hundreds that have received instruction and passed many happy days in the cherished Hall, perhaps the memory of none lingers so long as that of the last prayer meeting at the close of the term. When the days of study, of joys and sorrows are nearly ended, there we meet, teachers and scholars, with one common purpose, for God's blessing.

The summer term of 1857 drew near its close. It was the last Saturday night, and in three more days the recording angel would seal the record; to be unclosed at the last great day of all, and then shut forever. We had assembled in the school room, a deep hush had fallen over a l, quiet everywhere except in our beating hearts, as we listened to the measured accent and emphatic words of one who had been our guide, teaching us and leading us in the ways of truth and knowledge. We realized more forcibly than ever, that the God in whom he trusted we could trust, and felt that his strength was from Him, and an earnest desire filled our minds, that we too might be worthy to have that same power and guidance, for God is our Father as well as his. The happy days of the past weeks passed in long review, all of the pleasant recollections came thronging up, mingled alas with the bitter, each association with our school-mates and class-mates, and the prayer meeting in the recitation rooms and school-room, the way-marks of our school life pointing heavenward. The voices of our school-mates reminded us of the parting; to many of us it was the last meeting; some were going forth to perform life's duties, others perhaps to struggle awhile in the conflict, and then to lay down the cares and business of this life, for the rest and happiness of the one beyond, and some were to return after spending a short vacation in their pleasant homes. We took a retrospect of the past years, and mingled with the joy, was a recollection of misspent time and privileges, of the time committed and the duties unperformed, and we bowed our heads in deep humility, praying for forgiveness. We looked forward into the future and saw the work that needed doing, and our prayer was that we might be fitted for life, and have strength sufficient for all things. Beyond this life was the hereafter, whither we were all tending and for which we were preparing. We went home that summer night, under the clear heavens where stars were shining brightly upon us to cheer and comfort us, with a strengthened faith, a renewed hope and better fitted for life.

E. U. B.

FEMALE TEACHERS.

IN reading the September number of the Journal, I was highly gratified to find under the above title, the following expression in regard to a teacher, whom the writer evidently considers a paragon of excellence.

The expression is this, "He is no higher than every man ought to be, and every lady, too, who aspires to such fields of labor." It seems to me that this is the right spirit. The standard is not too high, and when every school committee in this state shall have learned to take this ground, "scapegraces and dunces" will cease to arrogate to themselves the title of "Teacher."

But is it not rather hard to be tantalized with such a view of the teacher's high calling, and then be told that *we* poor mortals who confess to the title of *ladies*, "*never can*" bestow the training which such a standard requires!

I am not disposed to quarrel with the worthy doctor. I am glad the good people of Enfield, have been favored with so excellent a teacher. I hope they paid him well for his services and will be able to secure them for the coming season.

But the doctor's assertion is a necessary one. According to his statement "*no female can* bestow," upon a school "*a system of training which shall arouse the latent energy, &c.*" as completely as his favorite teacher succeeded in doing.

Perhaps all this is true. Perhaps no lady in the world is in intellect and ability to teach, quite equal to his favorite specimen of the "*genus homo!*"

I only wish that before making another such assertion he would pay the Normal school a visit. I would like to have him take a seat on the platform in the north recitation room, and remain there from eleven to twelve this morning, or any other morning (Wednesdays and Saturdays excepted) during the term.

He thinks he would need to summon all his powers of prejudice to enable him to persist in the opinion that *his* teacher possesses in a greater degree than *ours* the faculty of arousing in "*advanced pupils,*" "*latent energy of character—developing latent talents, implanting in their souls a vigorous haste for knowledge,*" and "*inspiring them with confidence in their own strength and attainments.*" "*In a word,*" we think our female teacher would compare favorably with the best district school "*masters*" in the state, and is capable

of laying as "broad and deep a foundation upon which to rear a superstructure of future intelligence and usefulness," as even the doctor would desire.

I admit that there are probably not many such female teachers in the State, but the fact of there being *one*, is sufficient to show the falsity of his assertion. I am no advocate for "woman's rights." I believe there is a difference in the mental as well as physical constitution of the sexes, and that there is an appropriate sphere of labor for each—but I also believe the school-room—even the school-rooms containing "higher grades," and the undivided winter schools of our rural districts, are *not out* of woman's appropriate sphere, and I think a candid and enlightened public will take the same view of the subject.

GRACE GRANGER.

OFFICIAL DEPARTMENT.

Answers to questions on the school laws.

QUESTION No. 5. "How shall children be enumerated in districts made up of parts of two or more towns?"

ANSWER. The enumeration should be made by the district committee or clerk, in the same manner as in other districts, and the returns made to the school visitors of the town to which such district belongs.

The school law, sec. 3d, chap. IV., provides that school districts previously formed from two or more towns, shall, for all school purposes, belong to the town within which the school house of said district is situated, unless such towns shall make some other agreement with regard to the jurisdiction over such district. Similar districts formed after the passage of the law, belong to the particular town agreed upon by the towns from which it is formed.

If the district committee and clerk omit to return to the school visitors the enumeration of the children in such a district, within the time prescribed by law, the enumeration should be made by one of the school visitors of the town to which said district belongs by the above provision.

QUESTION No. 6. "When are school visitors expected to make their annual report to the Superintendent? If district committees

are allowed till the 31st of September to make their returns, how can school visitors complete theirs on the 1st day of October?"

ANSWER. The school laws sec. 3rd, Chap. V., require the acting school visitor or visitors, of every town to make a full annual report of the condition of common schools of said town to the Superintendent. This report, it is supposed, will contain the results of the examinations and visits made by the acting visitors, and should be presented on or before the first day of October.

The law also makes it the duty of the acting visitors, to answer in writing all inquiries that may be propounded to him or them on the subject of common schools by the Superintendent.

To facilitate the execution of this provision of the committee, blanks entitled, "Inquiries to be answered in relation to public schools," are printed and sent to acting visitors every year.

These were issued in February of the present year with a request to the acting school visitor, to answer the inquiries and return the same to the office of the Superintendent of Common Schools on or before the 31st of October next. This will give the visitors a month after receiving the returns from the districts to make up the returns for the town.

There are a few questions on the district committees' returns that were by mistake omitted in printing the blank for the towns. The acting visitor is requested to add the answers to these questions in his return.

DAVID N. CAMP.

NEW BRITAIN, SEPT. 20, 1857.

MR. PHILBRICK.—It will be remembered, by all who attended the State Teachers' Association, that measures were adopted for procuring a likeness of the Hon. John D. Philbrick, for insertion in the Journal. We take pleasure in announcing that the likeness is nearly ready and we hope to have it for the November No. of the Journal, though it may possibly not be ready until December. It will appear in one of the numbers of the present year.

In this connection we are happy to say to the numerous friends of Mr. Philbrick, that we met him at the meeting of the American Institute and found him in the enjoyment of improved health.

Editorial Department.

FEMALE TEACHERS.

WE have given considerable space in this and two or three previous numbers, to a discussion of the comparative merits of male and female teachers. Perhaps the subject has received its proper share of attention and we must, for the present at least, devote our pages to other subjects. We think a candid and careful perusal of the several articles will leave the impression that the actual points of difference are neither very prominent nor material. The plain truth is that we can not yet dispense with the services of either male or female teachers. Both are essential to our school system. The only real ground for discussion is that relating to the particular grades of schools for which each sex may be most peculiarly fitted. The gentleman who commenced the discussion maintains the opinion that a certain class of schools can be better taught by male than by female teachers. This is doubtless true, and it is equally true that a certain class may be far better taught by female than by male teachers. For our primary and intermediate grades the ground for preference is decidedly in favor of females. It is true, also, that female teachers may be found fully competent to govern and instruct our higher and larger schools,—but, at the same time, we feel that the management and instruction of some of our schools would impose too heavy a burden upon females.

There is a class of schools which would be placed in a better condition if kept by female teachers through the year. We refer to those schools which are usually taught a part of the season by males and the remainder by females,—constituting a large proportion of the schools in our rural districts. Most of these schools suffer very materially, from the frequent change of teachers. If good female teachers could receive permanent employment in these districts, we believe the results would prove highly satisfactory. We do not assert this with a feeling that permanent female teachers would accomplish more than permanent male teachers,—but with the con-

viction that either, permanently employed, would do more than can be done by the two,—each employed only a portion of the time.

While then, we contend that there are highly successful and accomplished teachers to be found among both sexes, let us be willing to admit that there may be, and undoubtedly is, in many cases, a peculiar preference for one over the other, and while we aim to meet any peculiar adaptation that may exist, let us not foster those exclusive feelings which would lead us to favor either sex, for certain grades, to the entire exclusion of the other—though we can but feel that for our *primary* schools,—really the most important schools we have,—a good female teacher is far preferable to any male teacher,—and in this opinion we believe our friend Dr. Pease, will fully accord. We also feel that some of our higher schools may be better managed by males, and that though true that female teachers may be found who will manage such schools admirably, it is nevertheless true that, as a whole, such schools would do better under the care of good male teachers,—and especially do we favor this, when we consider the temporary character of the labors of females in the department of teaching.

LOCAL ITEMS.

ANSONIA. It was our pleasure recently to spend an hour or two in this enterprising village, and we were much interested in visiting the excellent graded school which is under the charge of our good friend Edwin B. Lyon. The day was quite rainy and the school was not as full as usual, but a brief visit to the several departments satisfied us that order prevailed throughout, and that Mr. Lyon had a good corps of teachers. We feel that our friends in Ansonia have reason to congratulate themselves on the success of their teachers,—and the teachers, too, have equal cause to congratulate themselves in having so good a house and in having the coöperation of an excellent and intelligent committee.

EAST HADDAM. The graded school here continues in excellent condition under the charge of Mr. and Miss Lewis. With a good school house, good teachers, good parents and a good committee, it will be an easy matter to have a good school. We learn that a new school-house is nearly finished at Moodus.

PORTLAND. Mr. John H. Peck is at the head of a very pleasant graded school in this place. He has a good room and is doing a good work. His labors, we are happy to learn, are well appreciated.—

MIDDLE HADDAM. We found an intelligent and orderly school here under the charge of Miss ———, but we feel that the highest interests of education here would be greatly promoted by the establishment of a good graded school.

WATERFORD. A recent visit to several of the schools in this place afforded us much pleasure. We were accompanied by Gen. Williams, who still manifests an active and judicious interest in the schools of the county. His efforts are both good and acceptable. We found the Rev. Mr. Munger, and Messrs. Darrow and Dart, members of the Board of Visitors, ready to render cheerful coöperation in our common cause. They are doing much good. Mr. Munger has long been an active friend of common schools. We learned that three new school-houses were nearly finished in this town.

CHAPLIN. We are pleased to learn that the people of this pleasant village have decided to build a new school-house and that they have appointed a committee with instructions to have "all right."

WOODSTOCK. A Teachers' Institute was held at this village during the last week of September, conducted by the Editor of the Journal, assisted by M. T. Brown, Esq., late of New Haven. It was the largest County Institute ever held in the State, numbering about 200 members. The utmost good feeling and harmony prevailed throughout the session, and it is hoped that much good will result from the exercises. The Hon. D. N. CAMP, of New Britain, and Rev. Mr. NORTHROP, of Massachusetts, gave excellent lectures and instruction before the Institute.

The meetings were held during Tuesday and Wednesday, at North Woodstock, and Thursday and Friday at East Woodstock, and the citizens of these villages, entertained the teachers with great cheerfulness,—and by their attendance, manifested much interest in the objects of the Institute. It is expected that the enterprising citizens of these two villages will unite in establishing a graded school of the first order within a year. Peleg C. Child, Esq., on the last evening of the session, very liberally offered the sum of \$500 towards the erection of a suitable building. It will surely be erected.

On Thursday afternoon and evening the Windham County Teachers' Association held a meeting. In the evening C. C. BURLEIGH, Esq., of Plainfield, gave an able and eloquent lecture on "The Pedagogue, or the Demagogue." He was listened to with much interest for nearly two hours.

The energy and efficiency with which the Windham County Teachers work afford a sure guaranty that all will be right in that interesting and flourishing section of the State. The Rev. Mr. BURLEIGH, principal of Plainfield Academy, is President of the Association, and E. R. KEYES, Esq., of Brooklyn, Secretary,—both active, earnest and successful laborers.

Mr. Burleigh brought with him to the Institute his Normal class of nearly 30 young ladies and gentlemen, and they gave good evidence of having received a thorough training. Judging from what we saw and heard, we should infer that Plainfield Academy must be one of the best in the State. Friend Burleigh works with a *will*, and we know "where there is a will there is a way."

ILLINOIS. The State Normal University of Illinois, will commence on the 5th inst. C. E. HOVEY, Esq., Editor of the Illinois Teacher, a teacher of much experience and a gentleman of great energy and of the true spirit, is to be the principal. Success to him and prosperity to the important Institution under his charge. The corner stone of the new building, which is to be superior to any other in the country, was laid on the first of September.

ST. LOUIS. RICHARD EDWARDS Esq., late principal of the Normal School at Salem, Massachusetts, has accepted the office of principal of the St. Louis Normal School, and D. B. HAGAR, Esq., of Roxbury, Massachusetts, has been elected to succeed Mr. Edwards, at Salem. These appointments are both excellent: no better men can be found for these important positions.

RHODE ISLAND. HON. ROBERT ALLYN, Commissioner of Public Schools, R. I., has resigned his office, and accepted a Professorship in the University of Ohio, at Athens. Mr. Allyn has done a noble work for Rhode Island, and his many friends there will regret his removal from the State. His successor has not yet been appointed.

EDUCATIONAL MEETINGS.

During the month of August several large and important educational meetings were held in different sections of the country. The "American Institute of Instruction" and the "Association for the advancement of science" were the most important of these and their exercises were of a high order of excellence and the attendance on the several days of meeting was very large.

In addition to these a meeting of Teachers, from various sections of the union, was held at Philadelphia for the purpose of forming a "National Teachers' Association." We have long felt that the true dignity and highest usefulness of the profession called for some organization, the membership of which should be confined to actual teachers and those engaged directly in promoting the interests of education. We have argued in favor of this for many years and we are therefore glad this Association has, at length, been fairly organized. We have not space for a full report of the meeting, but the following constitution, which was adopted, will give a definite idea of the nature and object of the association:

PREAMBLE.

To elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States, we, whose names are subjoined, agree to adopt the following

CONSTITUTION.

ARTICLE I. *Name.*—This association shall be styled the "National Teachers' Association."

ART. II. *Members.*—Any gentleman who is regularly occupied in teaching in a public or private elementary school, common school, high school, academy or scientific school, college or university, or who is regularly employed as a private tutor, as the editor of an educational journal, or as a superintendent of schools, shall be eligible to membership.

Applications for admission to membership shall be made, or referred to the Board of Directors, or such committee of their own number as they shall appoint; and all who may be recommended by them, and accepted by a majority vote of the members present, shall be entitled to the privileges of the association, upon paying two dollars and signing this constitution.

Upon the recommendation of the Board of Directors, gentlemen may be elected as honorary members by a two-third vote of the members present, and as such shall have all the rights of regular members except those of voting and holding office.

Ladies engaged in teaching may, on the recommendation of the Board of Directors, become honorary members, and shall thereby

possess the right of presenting, in the form of written essays (to be read by the Secretary or any other member whom they may select), their views upon the subject assigned for discussion.

Whenever a member of this association shall abandon the profession of teaching, or the business of editing an educational journal, or of superintending schools, he shall cease to be a member.

If one member shall be charged by another with immoral or dishonorable conduct, the charge shall be referred to the Board of Directors, or such a committee as they shall appoint, and if the charge shall be sustained by them and afterwards by two-thirds of the members present at a regular meeting of the association, the person so charged shall forfeit his membership.

There shall be an annual fee of one dollar. If any one shall omit paying his fee for four years, his connection with the association shall cease.

A person eligible to membership, may become a life member by paying, at once, ten dollars.

ART. III. *Officers.*—The officers of this association shall be a President, twelve Vice-Presidents, a Secretary, a Treasurer, and one Counsellor for each state, district or territory represented in the association. These officers, all of whom shall be elected by ballot, a majority of the votes cast being necessary for a choice, shall constitute the Board of Directors, and shall have power to appoint such committees from their own number as they shall deem expedient.

The President shall preside at all meetings of the association and of the Board of Directors, and shall perform such other duties, and enjoy such privileges as by custom devolve upon and are enjoyed by a presiding officer. In his absence, the first Vice-President in order who is present, shall preside; and in the absence of all the Vice-Presidents, a pro-tempore chairman shall be appointed on nomination, the Secretary putting the question.

The Secretary shall keep a full and just record of the proceedings of the association and of the Board of Directors; shall notify each member of the association or board; shall conduct such correspondence as the directors may assign; and shall have his records present at all meetings of the association and of the Board of Directors. In his absence a Secretary pro tempore may be appointed.

The Treasurer shall receive and hold in safe keeping all moneys paid to the association; shall expend the same in accordance with the votes of the directors or of the association; and shall keep an exact account of his receipts and expenditures, with vouchers for the latter, which account he shall render to the Boards of Directors prior to each regular meeting of the association; he shall also present an abstract thereof to the association. The Treasurer shall give such bonds for the faithful discharge of his duties as may be required by the Board of Directors.

The Counsellors shall have equal power with the other directors in performing the duties belonging to the board.

The Board of Directors shall have power to fill all vacancies in their own body; shall have in charge the general interests of the

association ; shall make all necessary arrangements for its meetings ; and shall do all in their power to render it a useful and honorable institution.

ART. IV. *Meetings.*—A meeting shall be held in August, 1858, after which the regular meetings shall be held biennially. The place and the precise time of meeting shall be determined by the Board of Directors.

The Board of Directors shall hold their regular meeting at the place and two hours before the time of the assembling of the association and immediately after the adjournment of the same. Special meetings may be held at such other times and places as the board or the President shall determine.

ART. V. *By-Laws.*—By-Laws, not inconsistent with this Constitution, may be adopted by a two-thirds vote of the association.

ART. VI. *Amendments.*—This Constitution may be altered or amended at a regular meeting, by the unanimous vote of the members present ; or by a two-thirds vote of the members present, providing that the alteration or amendment have been substantially proposed at a previous regular meeting.

Z. Richards Esq. of Washington, D. C. was elected President of the association and J. W. Bulkley, Esq. of Brooklyn, Secretary ; both active and efficient man, whose efforts will be untiring for the good of the cause.

After a session of two days the association adjourned,—having resolved to hold its next meeting at Cincinnati, on the second Wednesday of August 1859.

The following gentlemen were appointed a Committee, to collect educational statistics of the country and report at the next meeting of the association :

Messrs D. B. Hagar, Jamaica Plains, Mass ; M. Woolson, Portland, Me. ; D. H. Sanborn, Hopkinton. N. H. ; C. Pease, Burlington, Vt. ; J. Kingsbury, Providence, R. I. ; C. Northend, New Britain, Ct. ; A. Wilder, New York City ; I. Peckham, Newark, N. J. ; J. P. Wickersham, Millersville, Pa. ; T. M. Cann, Wilmington, Del. ; J. N. McJilton, Baltimore, Md. ; Z. Richards, District of Columbia ; J. Binfond, Richmond, Va. ; C. H. Wiley, Raleigh, N. C. ; C. G. Messinger, Charleston, S. C. ; B. Mallon, Savannah, Ga. ; S. I. C. Swezey, Marion, Ala. ; D. McConnell, Florida ; Mr.—Miss. ; D. B. Slosson, Baton Rouge, La. ; T. Fanning, Nashville, Tenn. ; J. B. Dodd, Lexington, Ky. ; W. T. Lucky, Fayette, Mo. ; I. Mayhew, Lansing, Mich. ; L. Andrews, Gambier, Ohio ; G. B. Stone, Indianapolis, Ind. ; D. Wilkins, Bloomington, Ill. ; J. G. McMynn, Racine, Wis. ; J. L. Enos, Cedar Rapids, Iowa ; J. Denman, San Francisco, Cal. ; W. Baker, Austin, Texas ; E. D. Neil, St. Paul, Minn. ; M. Oliphant, Kansas.

ANNIVERSARY EXERCISES OF THE NORMAL SCHOOL.

THE Eighth Anniversary exercises of the State Normal School will take place on Monday, Tuesday and Wednesday, Oct. 5th, 6th and 7th.

On Monday and Tuesday, A. M., the annual examination will be made.

On Monday evening an address to the graduating class by the HON. DAVID N. CAMP.

On Tuesday afternoon, the members of the graduating class will give exercises in teaching.

On Tuesday evening the annual address before the Barnard and Gallaudet Societies, will be given by Rev. F. D. HUNTINGTON, of Cambridge, and a poem by J. G. SAXE, Esq.

On Wednesday morning there will be a meeting of the Alumni and at 10½ o'clock an address before the Alumni will be given by F. B. PERKINS Esq., of Hartford.

On Wednesday P. M., the usual exercises of the graduating class.

The annual sermon before the graduating class will be preached by Rev. Prof. RUSSELL, Sunday evening, Oct. 4th.

TEACHERS' INSTITUTES.

DURING October, Institutes will be held as follows,—each Institute to commence on the evening of the day named and continue through the Friday following :

IN NEW HAVEN COUNTY,	at	<i>Birmingham,</i>	October 19.
" LITCHFIELD	"	at <i>New Hartford,</i>	" 19.
" NEW LONDON	"	at <i>Old Lyme,</i>	" 26.
" FAIRFIELD	"	at <i>New Canaan,</i>	" 26.

We earnestly hope that all teachers and all who intend to become teachers will attend one, or more, of these Institutes. School visitors and friends of education, generally, are invited to attend.

BOOK NOTICES.

THE HISTORY OF THE WORLD. 8 vo. 2 vols. Norwich: Henry Bill.

These two volumes contain more than 1,500 pages and they are fully embellished with engravings,—making a very attractive work. They are certainly very good books, containing as they do, in a condensed form, a vast amount of information that should be within the reach of every family. They are sold only by subscription, and the very large sales which have been made afford sufficient evidence of the value of the work. Mr. Bill deserves great credit for the style in which the books are “got up,” and for the great energy he has manifested in his efforts to bring them within the reach of all. He has well deserved the success which has attended his efforts. He has given employment to many teachers and others who have aided in circulating useful books, and at the same time earned an honest and liberal support. He is ready to give employment to all honest men, and those who possess the true energy may find the employment very profitable.

WELLS'S NATURAL PHILOSOPHY; for the use of schools, academies, and private students; introducing the latest results of scientific discovery and research; arranged with special reference to the practical application of physical science to the arts and the experiences of every-day life. With upward of 300 engravings. By David A. Wells, A. M. 12 mo. 451 pp. New York: Ivison and Phinney.

We have examined this book with much interest and satisfaction. It is well arranged, well printed and is well deserving of a favorable rank among the best text-books on the interesting and important science of which it treats. We cordially commend it to the notice of teachers and committees.

SARGENT'S STANDARD READERS. Boston: Phillips, Sampson & Co.

These books constitute one of the leading series now before the public. There are five books adapted to the wants of the several departments of graded schools. The selections are of a high order and the books are well printed and substantially bound. From such examination as we have been able to give them, we do not hesitate to commend them to the attention of teachers and committees.

MONTETH'S GEOGRAPHIES. A. S. Barnes & Co., New York, have recently published Monteith's first Lessons in Geography, in a very convenient and attractive form. McNally's and Monteith's Geographies, are now very extensively used and from what we can learn of teachers the system gives entire satisfaction. They are certainly excellent books, and well deserve the extensive patronage they are receiving.

GREENLEAF'S HIGHER ARITHMETIC; 444 pp. Boston: R. S. Davis & Co.

We have received from the publishers a copy of the “new electrotype edition” of this well known and excellent arithmetic. It has been too long before the public to need any commendation from us. We can only say now that it is one of the very best of its class of Arithmetics.

FIRST LESSONS IN BOTANY AND VEGETABLE PHYSIOLOGY, illustrated by over three hundred and sixty wood engravings from original drawings, with a dictionary of botanical terms. By Asa Gray, Professor of Natural History in Harvard College. New York: Ivison & Phinney.

This book, of three hundred and twenty-six pages, is "got up" in excellent style by the enterprising publishers, and from the examination we have been able to give it, we do not hesitate to commend it as the best book we have ever examined on the interesting subject of which it treats. Every student in Botany should own this work.

A TREATISE ON ARITHMETIC, containing Analysis and Synthesis, adapted to the best mode of instruction in common schools and academies. By James S. Eaton, M. A., Instructor in Phillips Academy, Andover. 12 mo. 355 pp. Boston: Brown, Taggard & Chase.

We have examined this new work with more than usual interest. Our acquaintance with its author, as one of the very best of men and teachers, led us to expect a book of rare merit, and we are in no particular disappointed. In its arrangement it is clear and methodical, and all its rules and directions are plain and to the point; and what in our estimation is quite a recommendation, the book is beautifully printed and presents an attractive appearance. The Principal of one of the best Academies in our State thus speaks of the book: "I have examined it, article by article, and find it one of the most sensible and practical works on the subject of Arithmetic that has ever fallen under my observation." We give the work our hearty approval and earnestly commend it to teachers and committees.

WHITALL'S MOVABLE PLANISPHERE.—This astronomic Planisphere is really a most timely aid in the study of celestial topography, and we have no doubt will reward every teacher who shall be fortunate enough to introduce it into his class.

With painful distinctness we recall the many wearisome evenings spent years ago, with pupils, anxious to learn the names and places of the leading stars, yet who found it a serious task to reconcile their observations with the maps and charts they were obliged to use.

With still more painful distinctness, we remember the hours of planning and experimenting, in which we endeavored to draw for them an actual map of the veritable heavens they were studying. Four such maps, adapted to the heavens, as seen at four equi-distant points in the year, we at length constructed, and rude, though they were, they read, for the night at least, the story of the stars to us.

But better than our inflexible quartette, is the single perpetual and revolving Planisphere of Mr. Whitall. By the combined rotations of the map of the heavens, on which all the constellations ever seen in our latitude are represented, and of an index to mark the hour of the night, the pupil can have the exact portion of the heavens, visible to him at any hour of any day, directly indicated on his Planisphere. If he sees a bright star setting in the south-west, his map gives its name, and the constellation to which it belongs. If, at nine o'clock in the evening, about the middle of September, he has nearly overhead four bright stars, his map informs him that they are the four principal stars forming the cross in the Swan. By playfully turning his index round to the

hour of seven, A. M., he will see the same Swan gliding gracefully away behind the Atlantic waves; and he has learned from this simple movement of his apparatus, just what changes the heavens will undergo during all the intervening hours.

But really, there is very little about the location and movements of the sidereal heavens, which this beautiful piece of apparatus does not most exactly and charmingly describe. It says nothing, it is true, about the monstrous mythological fabrications, which learned heads connect with these simple and most unpretending heavenly constellations. Yet I know not that this is a fault. Pupils who wish so much emptiness, can find it, as solidly compressed as possible, in the excellent text-book to which the Planisphere is adjusted. With the two together, we would love once more to travel with an excited class, over the wide bright fields of which they treat.

But we must leave the skies with this commendation of their Planisphere. Teachers, who will try the apparatus, will find it as nearly the aid they need, as human ingenuity will be likely to devise for the present, at least without an expense which few teachers or pupils can incur; and most certainly, if its use gives them half the satisfaction which its examination has given us, they will never regret the experiment.

E. B. HUNTINGTON.

PERIODICALS.

THE SEMINARY JOURNAL. This neat Journal is published "now and then," by the pupils of Mr. Sloan's Seminary, Fair Haven, and the number before us speaks well for our young friends, as well as for the school with which they are connected.

EMERSON'S MAGAZINE AND PUTNAM'S MONTHLY. We have received the first number of this Union Magazine, and a capital one it is. This is certainly one of the very best Magazines before the public, and the very low price at which it is afforded should secure for it a very large circulation. Terms \$2 per year. Publishers, J. M. Emerson & Co., New York.

BARNARD'S AMERICAN JOURNAL OF EDUCATION for September, has just reached us and we can only say that it is "fully up" with preceding numbers. It is *super-excellent*. Teachers, take it and read it. More in our next.

THE LADIES' CHRISTIAN ANNUAL. The September and October Numbers of this valuable monthly is before us. It is an excellent periodical for families, a high moral and religious tone characterizing all the articles. It is published in Philadelphia, and James Challon is Editor.

THE SCHOOL FELLOW,—A MAGAZINE FOR BOYS AND GIRLS. New York: J. N. Stearns & Co. The October number of this attractive monthly, has been received, and is one of the best numbers we have seen. It will convey joy to many a youthful heart. Parents will find a dollar paid for this work a very satisfactory investment.